

Unit 2 Instructional Strategies

Students should experience problem-solving involving equal groups (whole unknown or size of group is unknown) and multiplicative comparison (unknown product, group size unknown or number of groups unknown) as shown in Table 2 of the Common Core State Standards for Mathematics, page 89. **No attempt should be made to teach the abstract structure of these problems.**

Encourage students to solve these problems in different ways to show the same idea and be able to explain their thinking verbally and in written expression.

Allowing students to present several different strategies provides the opportunity for them to compare strategies.

Sets of counters, number lines to skip count and relate to multiplication and arrays/area models will aid students in solving problems involving multiplication and division. Allow students to model problems using these tools. They should represent the model used as a drawing or equation to find the solution. Provide a variety of contexts and tasks so that students will have more opportunity to develop and use thinking strategies to support and reinforce learning of basic multiplication and division facts.

Have students create multiplication problem situations in which they interpret the product of whole numbers as the total number of objects in a group and write as an expression.